DOCUMENT RESUME

ED 127 535 CG 010 763

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TITLE Legitimizing Non-Traditional College Programs (Pre-College Social Development).
PUB DATE 12 Apr 76
NOTE 21p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Academic Achievement; *Affective Behavior; *College Bound Students; College Preparation; *College Programs; Environmental Influences; Interpersonal Relationship; *Minority Groups; Motivation Techniques; Peer Counseling; *Personal Adjustment; Program Descriptions; Self Concept; Speeches; Student Development

ABSTRACT

The Pre-College Social Development Program (PCSD) at Ohio State University is designed to provide structured direction, support, and reinforcement in the area of affective concerns which affect academic performances of college bound minority students. The PCSD believes that achievement motivation can be retained and increased through the development of a positive self concept. The PCSD uses a three-dimensional model of academic, counseling, and group living concerns as its model. This model is developing in its later phases as a two-dimensional approach of affective and academic focus and social and personal life adjustment. Developmental programs designed to remove fears of rejection and feelings of lack of personal control are combined with residential hall programs, psychological support systems, social activities, and workshops for the college bound minority students. The PCSD objectives are to : (1) decrease the attrition rate; (2) increase the grade point average; (3) expand knowledge about vocational choices; (4) increase social awareness and involvement in campus activities; (5) decrease the number of intergroup conflicts in the dormitories and classrooms; and (6) increase the number of graduates. A two-year summary report is planned for publication in September 1976. (HLM)

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ED127535

LEGITIMIZING NON-TRADITIONAL COLLEGE PROGRAMS
(Pre-College Social Development)

Presented at APGA - Chicago, Illinois
April 12, 1976

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Welcome

I welcome the opportunity to talk with you this morning about our concentrated attention to the affective domain of minority students at The Ohio State University. By way of introduction to the focus of the Pre-College Social Development Program, we will begin with a tape adapted from an article entitled: "The Cultivation of Idiosyncracy" by Harold Benjamin and narrated by Professor Mary Ann Williams and Ms. Anna K. Bishop of The Ohio State University.

Slide - Tape - Music

Introduction

Man is an animal--generally most apparent at the least opportune moments and the *raison de etre* for our educational system is to socialize us above the phylum norm and thus render man fit for life in a highly civilized society. The methodologies employed to achieve this end however have varied in both objectives and effectiveness for the culturally diverse student in higher education.

The pupils of the WOODS NORMAL SCHOOL were diverse, intelligent, talented and motivated. Unfortunately, their abilities TOO, were minimized and their deficiencies maximized. Only then did the students of the WOODS NORMAL SCHOOL become individually labeled as failures. Other synonyms for failure which have been applied to ethnic and minority youth are: "maladjusted," "unsocialized," "hostile," "lazy," "beligerent," "apathetic," "below average," "deprived" and, worse of all, "retarded," "abnormal" and "unable to learn." These terms are familiar to all of us who wrestle with students who exhibited what is currently labeled the "non-achievement" syndrome.

The issue at the WOODS NORMAL SCHOOL was not whether the students were innately intelligent enough to learn but whether or not the teachers were able to teach to individual strengths and weaknesses--which they obviously were not.

Educators are trying very hard to preserve the norm standards. Yet, no serious teacher has ever maintained that all human beings or animals are equal in intelligence or in character and any educational system that is blind to diversity is headed for failure. David Riseman says: "Men are not born equal. They are born different." True enough, true also that there is more to college preparation than completion of the 16 Carnegie Units required for high school graduation. High school as well as post secondary curriculum must be geared more toward the individual for quality of success. Since the marketable degree is now with us it must be made suitable for <u>all</u> the consumers of education.

The Institution

Institutional missions are generally determined by the processes that occur within the institution, the students they serve, the curricula they develop and the services they render to the community. Historically, disadvantaged and minority students, regardless of ability, have been AS WELCOME AS A MONTHLY BILL within the domain of higher education. Consequently, reorganization of the institution will be necessary if post-secondary education is to provide quality opportunity to the culturally diverse student of today.

From grade school upward, the ethnic groups who have contributed to the development of this country and the financial supports of its institutions have been provided a "less than desirable" quality of K-16 education because the schools have not been geared to or cognizant of their unique needs and congitive learning styles which are independent of IQ. Based upon this precedent of institutional elitism, we propose that programs supported by the federal government should take the initiative to provide the educational innovations required to refine the academic talents of students and thereafter enable them to attack their studies with more success. Creative programming in higher education can help us to provide realistic opportunity and academic success rather than equal access and failure.

Mackler in 1970 stated:

> "Research on Blacks reveals a paucity of material, partly because failure is a dominant theme of the schools, but mainly this is due to the shortsightedness of American scholarly research.

> "We research the obvious and hardly ever try to do what is most difficult...interactional longitudinal research...The fact that we rarely study successful Blacks tells us more about racial bias than it does about Black failure."

His statement is still true. The research on minorities and Blacks in particular is as deceptive to the public as NEW PAINT ON A SECONDHAND CAR. It is our charge to develop and conduct studies in a prolific and scholarly manner. We are attempting this at The Ohio State University by developing an innovative program model which can serve to promote ethnic student needs, interests and academic strengths. It is the isolation of minority students among the mainstream that dictates the need for a Pre-College Development Program.

Historian John Brubacker stated:

> "The individuality of some people is so marked that it simply can not be made to deal with things as they are. It can not abide the status quo. Such people are likely to become progressively wreckless. Sometimes they become disgruntled with the status quo because the existing forces are weighted against their own interests. In other cases, they are able to produce novel ideas or inventions which require full readjustment of the social forces. Sometimes schools, or teachers in school, are the incubators of social unrest."

Most true, as a result, the school indirectly, if inadvertently, is merely a supportive pillar of the status quo where it should be an elysian learning environment for all.

According to K. Patricia Cross (1971), an analysis of student educational experiences leads to broad conclusions and speculation. She states there is evidence that new students are more uncomfortable in the traditional academic systems than are the students for whom the educational experience was expressly

designed. They are more likely to feel that the academic pace is too fast for them; they are more likely to feel nervous or shy in a competitive classroom; they are more likely to be eager for college assistance with problems related to academic achievement and help with personal problems. Our four year training research program addresses these expressed needs.

Objectives

A major premise of the Pre-College Social Development Program at OSU is that disadvantaged and minority students possess the motivation necessary for academic achievement. Therefore, the prime objective of the program is to privide structured direction, support and reinforcement to that potential. There is abundant literature of both objective and subjective evidence stressing the need for educational strategies that will support the affective domain of our ethnic and disadvantaged students.

Our hypotheses is that achievement motivation, through increased positive self concept, can not only be retained but increased. As we continue to isolate, reinforce and expand upon the academic attributes of minority students, we feel that four year assessment will reveal academic, career and economic gains that will prove permanent and far reaching for the participants.

Need and Justification

At the pre-college age, students are facing adult concerns

while their abilities to cope often remain infantile. They search, like those of us who are parents, for ready-made answers where there are none. They rebel against institutions that impose rules and regulations without allowing them input or evaluation. They refuse to be absorbed into the "establishment" at a very high and non-computable cost to society; students appear to be increasingly resistant to attending school to "conform" rather than to "learn." They become resistant in resistance to the system. They drop out, bomb out and otherwise escape from the non-acceptance and rejection they experience in educational environments. Temporary inroads have been made through programs similar to our Pre-College Social Development but students now are demanding permanent ones.

Testing results, available on culturally different groups, reveal that the SCHOOLS have faltered, flunked, and failed in providing maximum opportunity to the minority populace of this nation. Thus, the need for pre-college programs. However, quality and equal educational opportunity need not continue to be AS ELUSIVE AS LAST NIGHT'S DREAM. Recent studies indicate that ACT scores are directly related to socio-economic status, as family income increases so do student scores. Access to travel, recreation, magazines and books, and cultural events reap benefits. Further, a study of Freshman Foundation students at The Ohio State University (unpublished dissertation by Gary Young, 1973) revealed ACT scores to be a poor predictor of minority grade point average (GPA). Since we can not all increase our income the educational system will have to increase its efforts.

The traditional methods of lecture-memorize-test has proven suitable to majority students. However, as a result of legislation, technology and equal access our society has created the need to educate a larger and more highly diversified student body. Consequently, we submit that curriculum and teaching must now be more appropriately geared to social, vocational, emotional, physical, intellectual and economic realities through more incorporative, integrated and developmental teaching methodology. More specifically, ethnic uniqueness and differing cognitive styles must be recognized and planned for. Pre-College programs are a way to begin.

Research has shown that behavioral and psychological responses to events depend on an individual's personal history of success in controlling his environment. Obviously, a minority person who has witnessed or been subjected to uncontrollable stress such as:

1. harsh questioning by police for no apparent reason
2. refusal of jobs for which he is qualified
3. hate-looks from unknown persons
4. covert and overt teacher rejection
5. denial of housing he can afford
6. disregard of earned professional status
7. deliberate and silent denial of his physical or administrative presence in a group or personal situation
8. denial into a civic or social group

ad infinitum, can be easily caught up in the "learned helplessness" syndrome and will accordingly engage in prophecy-fulfilling behaviors.

The Focus

In staff training for Pre-College Social Development, during July of each year, we postulate that achievement motivation can be retained and increased if fears of rejection and a feeling of lack of personal control are removed through developmental programs. We feel that the Pre-College Program will help minority students at The Ohio State University to acquire an increased personal sense of mastery over their lives and produce positive and measureable effects upon their ability to develop the psychological "coping" techniques essential for survival in a megaversity system like OSU. We hope to begin systematic destruction of the "helplessness" syndrome that has been reflected in past episodes of academic apathy and failure.

Black, Spanish-surnamed and Appalachian as well as rural students are generally poor. We have found that socio-economic status (SES) is an important phenomena wherein all of the students share some unique characteristics which are neither "maladjusted" nor "inadequate" but merely different as is scotch from gin, male from female and Black from White. These differences, to date, have come with a Lifetime Guarantee of limited participation in the Horatio Algier syndrome.

Program Model

In *Phase I* we used the National Skill Development Model and in *Phase II* the *7-Step Model* developed by LaForest. *Phase III* will utilize a *12-Step Model* developed by John McKinley of Indiana University *(TRANSPARENCY)* and *Phase IV* a *Composite Model*

designed to fit PCSD. We are attempting to capitalize on the abilities of ethnic minorities which are born and fostered within the family and subcultures such as: religious background, peer relationships, community role models, social and sport activities, and individual success patterns. PCSD is a non-tutorial, non-remedial program which focuses entirely upon affective concerns which effect academic performance.

In *Phase I* and *II*, we used a three-dimensional approach to the program, e.g. academic, counseling, group living. However, we have observed through informal feedback that group counseling was less effective than well supervised living and classroom activities. Consequently, in *Phase III* and *IV*, we will adopt a two-dimensional approach. In neither model does one dimension overshadow the other(s). We feel that with increased attention to the areas in model two we will increase the already observed strong intergroup loyalties as well as the ripple effect to non-program participants.

The Faculty

We have verified the key to student success as the warmth, sincerity, social skills and approach to learning which is utilized by the workshop leaders. Personnel criteria for workshops does not include: (1) a B.S. degree, (2) a specific race, or (3) teaching experience. Personalities and creativity do not lend themselves well to standardized evaluation and the use of behavioral objectives can be highly inaccurate in terms of providing qualitative measures. We feel that accountability of

teaching personnel can be achieved through the personal and affective progress exhibited by the students.

Student Selection

The target population of the Pre-College Social Development Program has consisted of 100 minority students randomly selected to participate each year. The students meet University admission standards and have confirmed acceptance for the Autumn Quarter each year. The program operates for five weeks during July and August each summer. There is no academic credit. All of the program expenses, room, board, instructors, class materials, are paid by the National Institute of Mental Health. Recruitment or selection of new students, follow-up of enrolled students, staff searches, curriculum and program reconstruction, evaluation and planning are continuous.

From 1974-1976, the Pre-College Program will have served 226 students with a comparable control group as well as a comparison group of the total University student body. The student breakdown is inclusive of Black, Appalachian and Spanish-surnamed with a preferred male to female ratio of 2:1.

Student Housing

We have found a major factor in the successful development of the PCSD student is the establishment of identification with the new environment. Through this, students are given the opportunity to familiarize themselves with facilities and establish a comfort level in which they can identify themselves as a part of

the University as a whole. The residence hall program enhances and speeds this process. Because of the Pre-College Program, students are able to work through personal problems before academic pressures begin and thus devote more time to academic achievement.

Problems that have typically existed are: poor adjustment to the living quarters, feelings of frustration due to lack of personal space, adjustment to roommates, knowledge of and compliance with rules and regulations, rejection by significant others, health and emergency type problems, faulty pre-conceived ideas about university life, homesickness and lack of supportive companionship.

The students in *Phases I* and *II* were housed in Drackett Tower, a typical setting on North Campus where students live four per room. Each room has a private bath and lounge-study areas are available throughout the housing unit. Meals were provided at Raney Commons.

Psychological Support System

The resident companions in the dormitory were trained to seek out those students with interpersonal relationship problems and also to assist them in coping with crises situations and adjustment to the environment. Since the resident companion is a junior or senior student himself, the students feel comfortable being with someone who "really understands" and who exemplifies some degree of success at the University. Both resident companions and peer counselors make excellent role models.

During the regular academic year, the resident companion to student ratio is 1:60 compared to the pre-college experience where it is 1:25 with a peer counselor ratio of 1:5. The individual attention and building of trust have much to do with changing the student's concepts of university life as well as his idea of personal responsibility *(SEE CHART OUTSIDE OF RANKING WORRIES)*.

Special counselors were hired and worked from the Counseling and Consultation Center under the direction of a licensed psychologist. Specifically, they were to increase self awareness and develop personal problem solving skills. Students with severe personal problems were referred to the counselors by workshop leaders and resident companions for additional input. Each student received a minimum of five hours in a counseling group per week in addition to individualized attention from the counseling facilitators as needed. Ratio of counselors to student was 1:25.

According to Welch ( ), good teachers or those who promote positive and effective change exhibit the following characteristics:

1. positive perceptions of their subject matter
2. positive perceptions of themselves
3. positive perceptions of students
4. positive perceptions of the purposes of education
5. positive perceptions of methodology and experimentation

We require of our workshop leaders, resident companions, counselor facilitators and peer counselors the following non-measurable attributes:

1. maturity
2. ability to relate to others
3. creative approach to teaching
4. personal integrity
5. empathy opposed to sympathy
6. well rounded personalities
7. enthusiasm
8. high energy levels
9. acceptability as a role model
10. dependability
11. dedication
12. versatility

We have made some mistakes in the selection of personnel but learn a little more every year. We have found the best staff requires the least in terms of formal supervision and materials.

All four roles (workshop leader, counselor facilitator, resident companion and peer counselor) were selected with equal care. Reinforcement seminars and a monthly newsletter as well as academic facilitation are ongoing activities for PCSD participants and are coordinated by our Coordinator of Student Services in the Office of Minority Affairs. Specifically, we feel our continued involvement with the students will encourage some minority alumni activity at OSU which, as of now, is minimal among OSU minority graduates.

Workshop Content

Each workshop leader submits a syllabus which is reviewed and approved by the Curriculum Committee. Students sit on the committee and their input is vital. Briefly the workshops are systematic and overlapping plans to help students cope with change as they adjust to the university environment.

I will mention briefly 12 selected workshops which were presented in *Phases I* and *II (A SCHEDULE OF ONE WEEK'S CLASSES IS INCLUDED IN YOUR PACKET).*

> "Can you welcome my new students?" asked the professor.
>
> "Certainly, both ways," replied the new teaching assistant.
>
> "What do you mean?" asked the busy professor.
>
> "So they'll come again or stay away."

We hope PCSD participants will come again in the fall and so we utilize our capacity to "turn them on" to the best of our ability.

1. *HASSELS 'N HEADACHES:* Students need to realize that commitment equals (=) achievement. Negotiating bureaucracy, people, deadlines, peers, fraternal groups, time, personal problems, health, money and the "unexpected" at zero hour.

2. *COMMUNICATIVE SKILLS:* Students need to be aware of the syndrome "I know you think you understand what I said but what you heard is not what I meant." They need to feel free to speak out in a class where they are the only minority--when the professor ignores their hand, when there is a need to question their grade--when they don't understand.

3. *COPING WITH MINORITY PROBLEMS:* Students need facts about the how and why of prejudice, drugs, the law, racism, personal appearance and the halo effect, health problems and to discuss and test out personal defensive reactions.

4. *THE THIRD EAR:* Students need communicative skills to understand "The head like the stomach is most easily infected with poison when it is empty." They need to understand the subtleties of cartoons and advertisements and to analyze what is presented to them. They need to understand perception of self, projection and paranoia. We are often accused of misreading the situation and over-sensitivity--but realism is not paranoia.

5. *TESTMANSHIP:* Students need critical reading, to organization of test taking time, use of relaxation techniques and the importance of physical readiness (the morning after is not appropriate for test taking) and ordering of priorities.

6. *ABSTRACTION:* Professor: "Now remember students, numbers don't lie. If 12 students can build an engine in one day, then one student can build the same engine in 12 days. Do you understand?"

   Student: "Yes, you mean if one boat can cross the ocean in 6 days, then 6 boats can cross in one day."

   The student grasped the idea but not the concept. Was it the student's lack of ability or the teacher's failure to teach?

   Students need turning from "I'd rather not" to "Can I?" in the use of conceptualization. In Africa the favorite subject of young students is math--in America the most disliked subject of young students is math. Is is the students or the teachers? The March issue of Change Magazine is devoted to a "Report on Teaching--We Need to Experiment."

7. *ETHNIC STUDIES:* "Be yourself" is absolutely the worse advice to give some people and race should not be a refuge for poor performance. Students do need a historical frame of reference which just recently has been taught in secondary schools. They need critical inquiry, self acceptance and esteem, understanding of man and diversity among cultures.

8. *THEATRE & BODY LANGUAGE:* Students need to learn relaxation techniques, and the use of music, how to recognize "uptightness," to do some role playing *(BUS SCENE ON VIDEO TAPE)*--how to be a friend--what is a parent--and "touchie-feelie" sessions to release inhibitions and encourage interpersonal communication skills. *Let's try one here.*

9. *A STEP AT A TIME:* Students need to experience step by step the road to mastery of a concept, use of the library and other resource centers, realism in their approach to study requirements--the WHO, WHAT, WHEN, WHERE, and above all WHY?

10. *CAREER DEVELOPMENT:* Students need to practice introspection and define personal goals which will lead to self actualization through career planning.

11. *KNOW YOURSELF:* Counselor: "How old are you?"

    Student: "According to my tests, psychologically 21, my moral age is 20, I am anatomically 17 and mentally 19. Or chronologically I am 18, but nobody pays any attention to that."

    Students need to learn to analyze their deeds vs. actions (I am going to...I would if I could...I was too busy...I meant to...Nobody told me...). They need to look at what is involved in dependability, realistic aspirations and personal commitment. They do not need theory--students need practice.

    The student I'll call John. Only his high heeled shoes and gravity kept him with us through the first two weeks of the program as we contemplated if we could handle it. (If you think you can--you can.) We did. He wrote a poem and read it at the concluding activity entitled "Goodby Until Fall My PCSD Brother." Some of us cried. John will make it somewhere.

12. *TIME 'N MONEY MANAGEMENT:* Counselor: "How do you spend your income?"

    Student: "Well, shelter is 30%, clothing is 30%, and food about 45% and then I need 20% for entertainment."

    Counselor: "But that adds up to 125%."

    Student: "Yes, I know."

    Students need financial counseling, they need to be "down with the 400 hour weeks" they initially scheduled (which did not include bathing or sleep) and up with 168 hour ones. Students need to be cognizant of self discipline and its role in achieving one's goals--realistic academic planning and personal organizational skills.

Social Scheduling

During evenings and in non-workshop time we have a separate social schedule which peer counselors and resident companions plan to include family problems, health concerns, sex education, faculty and community mixers, parties, tours and cultural events *(SEE DISPLAY). The sample in your packet does not include a social activity schedule.*

Evaluation

The program objectives for PCSD evaluation are the same as those generally used to evaluate the products of academic enterprise. Specifically, the six operational objectives listed as measures of the attainment of the general program objective are those customarily used to guage the success of all programs. We are striving to:

1. decrease the attrition rate
2. increase the grade point average
3. expand knowledge about vocational choices
4. increase social awareness and involvement in campus activities
5. decrease the number of intergroup conflicts in the dormitories and classroom
6. increase number of graduates

At this time there are three primary groups of students for whom tracking is being done: PCSD participants 1974-75, 1975-76, and 1976-77. At the same time similar data are being collected for all students participating in the Freshman Foundation Program (FFP) which is the cohort group for PCSD students and for all

undergraduate students at the University in the respective academic quarters. The data for the FFP students and for all undergraduate students will be compared with the PCSD students to give meaning to the indicators. Like most indicators of group performance, success and failure is relative across cohort groups and each group constitutes a benchmark against which to guage the other(s).

An evaluation prospectus is included in your packet. A two year summary report will be available upon written request to the Office of Minority Affairs in September 1976.

Summary

We, as consumers, actively seek and embrace newness in cereal boxes, clothing, housing, TV programs, cars, and even marital partners; but, education is still "Johnny Come Lately."

We must more rapidly begin to exchange the tyranny of hindsight for the liberation of the new and innovative. We must accept that yesterday is gone and today is here. We must increase our efforts to maximize educational opportunity and educational quality for our diverse student groups. Lastly, we must create and implement more pre-college programs based on need assessment at the institutions where we serve.

Obviously, a megaversity like OSU with 54,000 students would have different needs from a university with 50,094. Let us reflect.

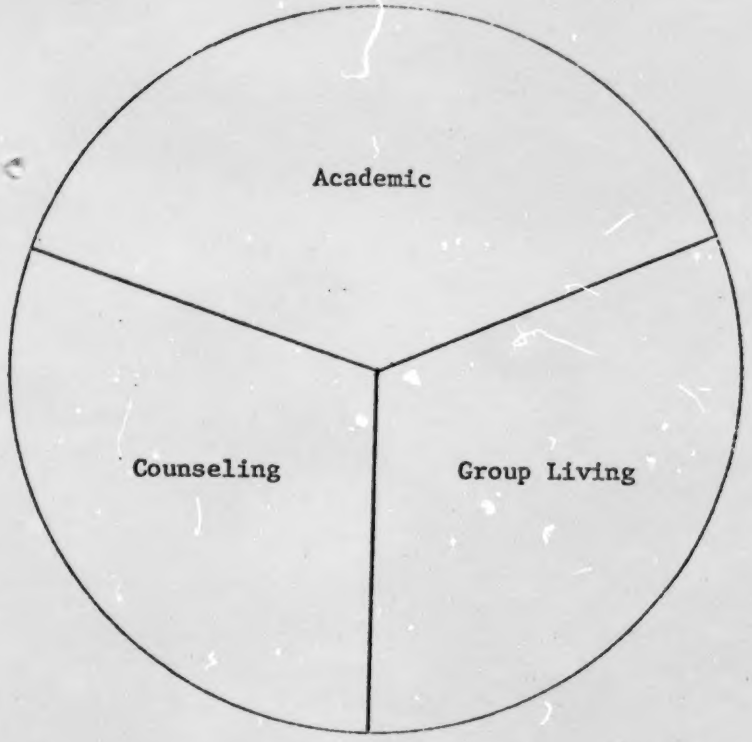
Slides

I would like to conclude with a philosophic quotation which well states the philosophy of our program by Tyron Edwards:

> "The great end of any education is to
> discipline rather than to furnish the mind;
> to train it to the use of its own powers,
> rather than to fill it with the accumulation
> of others'."

Thank you for your attention.

Phase I and Phase II
(1974 - 1975)



Phase III and Phase IV
(1976 - 1977)